



World-Class Instructional Design and Assessment (WIDA)
English Language Proficiency Standards

CAN DO Descriptors for the Levels of English Language Proficiency

The CAN DO Descriptors offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the WIDA English Language Proficiency Standards.

The CAN DO Descriptors are broad in nature, focusing on language functions generally found in the school setting, rather than language skills related to specific academic topics. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic, or interactive supports to enable English language learners to access the language and content required for success in school. Given the broad nature of these Descriptors, educators need to keep in mind the variability of students' cognitive development, age and grade level differences, and their diversity of educational experiences. See reverse for the PreK-12 CAN DO Descriptors. The CAN DO Descriptors are also available by grade level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) in the Standards & Instruction section of the WIDA website (www.wida.us).

The CAN DO Descriptors are an extension of the Performance Definitions for the English Language Proficiency Standards. The Descriptors inform the use of *ACCESS for ELLs*[®] scores as they may assist teachers and administrators in interpreting the meaning of the score reports as well as sharing them with students and their families.

The Descriptors are not instructional or assessment strategies, per se. They are samples of what English language learners may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of model performance indicators within the standards matrix, the Descriptors do not form a developmental strand encompassing a shared topic or theme. Rather, each English language proficiency level is to be viewed as an independent set of Descriptors.

For the most part, the Descriptors are drawn from the English Language Proficiency Standards' Framework for Large-Scale/Summative Assessment that serves as the anchor for the English language proficiency test. Teachers are encouraged to supplement these bulleted points with additional ones from the Formative Framework for Classroom Instruction and Assessment. In that way, educators will have a more complete understanding of what English language learners 'can do' as they move along the second language acquisition continuum.

The Descriptors are presented in a matrix format similar to the English Language Proficiency standards across the language domains for the five levels of English language proficiency. English language proficiency level 6, Reaching, is reserved for those students who have completed the continuum of English language proficiency development.

The *WIDA English Language Proficiency Standards and Resource Guide, PreKindergarten-Grade 12* (2007) and the *ACCESS for ELLs*[®] *Interpretive Guide for Score Reports* can be found on the WIDA Consortium website at www.wida.us.

CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support** English language learners can:

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare and contrast functions or relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions or infer from oral information Construct models based on oral discourse Make connections between ideas based on oral discourse 	
Speaking	<ul style="list-style-type: none"> Name objects, people, pictures Answer wh- (who, what, when) or choice questions 	<ul style="list-style-type: none"> Ask wh- or choice questions Describe pictures, events, objects, people Restate facts or statements 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view 	
Reading	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Glean information from multiple sources Draw conclusions or infer from explicit and implicit text 	
Writing	<ul style="list-style-type: none"> Draw in response to oral directions Label objects, pictures, diagrams Produce icons, symbols, words, to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.

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